Universidad de Valladolid

FACULTAD DE FILOSOFÍA Y LETRAS
DEPARTAMENTO DE FILOLOGÍA INGLESA

MÁSTER EN PROFESOR DE EDUCACIÓN SECUNDARIA Y BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZA DE IDIOMAS
ESPECIALIDAD: LENGUA EXTRANJERA (INGLÉS)

Curso 2016-2017

TRABAJO DE FIN DE MÁSTER

THE DIDACTIC USE OF THE BBC'S TV SERIES *SHERLOCK* FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

AUTORA: CARLA RENATA SALVADOR DOS SANTOS

TUTORA: ROSA MARÍA PÉREZ ALONSO

VALLADOLID, 2017

Vº Bº

Table of contents

INTRODUCTION

The art of presenting a story in stand-alone instalments at regular intervals began in Victorian England with the popularization of serial literature. The beginning of the phenomenon of serial literature was marked by the stories of *The Posthumous Papers of the Pickwick Club*, a work that began to be published in sequential parts in April 1836, ending with the last delivery in November 1837. Charles Dickens presented a total of twenty part issues in which a series of adventures of a group of protagonists portrayed the life of the time with sense of humour and extravagant characters.

The publication of a novel in instalments is the closest thing to the broadcast of episodes that forms the basis of a TV series as a narrative form. In the 19th century, the editors discovered that they could use serial fiction as a way to engage readers since they developed a fictional relationship with the story they were reading. That same discovery was made by television channels in the 20th century when they came to the conclusion that serial fiction created a commitment on viewers.

TV series are a growing phenomenon in the 21st century and every day new topics arise to be portrayed in this format that allows the audience to better track their favourite stories, and creators to introduce the characters more deeply. In that audience, there are a large number of teenagers.

Internet streaming is ready to become a reliable, and perhaps definitive, alternative to traditional television. We are not talking about a new technology, since streaming (viewing audiovisual content without downloading it) has been with us for more than a decade. But until now, it was of poor quality, the users did not have enough bandwidth, or the payment platforms were very expensive.

With more than 65 million subscribers and more than 100,000 titles in its catalogue, Netflix is the worldwide reference of streaming service, although we can also find other platforms such as HBO, Wuaki.tv, or Hulu, which are also famous.

According to the Information Society report 2014, published by Telefónica, video on demand (free) is already more popular than television among young people between 14 and 16 years old. Thus, 90% of teenagers say that they use the Internet to enjoy multimedia content, compared to 73% that still watch traditional television. 25% of teenagers no longer watch live television, only pre-recorded programmes. Among users who use the Internet to access content, 73% use downloads, and 75% use streaming.

Nowadays, teachers have had to adapt their methodologies when it comes to teaching since technology is very present in students' lives. The approaches that teachers can use in the classroom had to adapt to the new era that is to the technology imposed in high schools. Now many resources, materials, tools, etc. used in classrooms are digital.

We agree with Vargas (2008, p.2) on the fact that:

> Information technologies stimulate student collaboration, help students focus on learning, improve motivation and interest, foster the search spirit, promote integration, and stimulate the development of certain intellectual skills such as reasoning, problem solving, creativity and the ability of learn to learn.

Since we can stream TV series online from any place, it is a good idea to transfer this situation to the classrooms and take advantage of the many benefits TV series bring to students since they can learn to communicate in real life situations in English. The closeness our students have to watching TV series online can make TV series a key element in the teaching-learning process of foreign languages.

Although there has been much literature written on the didactic use of films for teaching EFL, studies regarding the benefits of using a TV series in the classroom of EFL are still limited.

The aim of this paper is to provide activities using a TV series as a tool for improving the Competence in Linguistic Communication in Secondary Education using a Communicative Approach.

In order to achieve this goal, a proposal for intervention was designed for a bilingual group of 4th of Secondary Education (ESO). The proposal called "We are detectives!" is going to be implemented during the two extra hours of the subject of First Foreign Language: English this group has on Wednesday afternoons, since they belong to a bilingual section. We are going to use the BBC's TV series *Sherlock* since it adapts the famous short stories of Sir Arthur Conan Doyle in a contemporary and very solvent way. I consider that *Sherlock* is a TV series suitable for students of English with a medium-high level. The vocabulary level sometimes is complex but thanks to the context, students can understand the meaning. Normally, students are more used to watching American TV series and with *Sherlock,* students will be able to get in touch with British English since the actors have very good diction and speak a very good "London English". The proposal is composed of 6 sessions of 100 minutes each, at the end of which students will have to create a final task. In groups of 4, students will have to invent a fictional crime scene with a lot of details and clues. When the groups have created the crime scene, they are going to do an oral presentation, and the class will have to act as detectives and try to guess what happened and who the murderer was.

This paper is structured into five parts. The first one is devoted to the review of some of the most relevant methods and approaches that exist for the teaching of a foreign language, with a focus on the Communicative Approach. The second part deals with the Information and Communication Technologies not only because of its importance in education, but also because it is the means through which TV series can be used as an educational resource. The third part deals with the benefits of using a TV series as a didactic tool for the teaching of foreign languages. The fourth part is dedicated to the explanation of the proposal for intervention designed for the two extra hours of English as a foreign language in a group of 4º of ESO of a bilingual section. It is a didactic unit of 6 sessions, whose main objective is to develop the Competence in Linguistic Communication by combining the use of the BBC's TV series *Sherlock* together with the Communicative Approach. And finally, the fifth part is devoted to the conclusions derived from the reflections that took place during the design of the intervention proposal.

1. METHODS AND APPROACHES TO FL TEACHING

The process of teaching and learning a second language implies the use of a method or approach that implicitly or explicitly guides the teaching practice. Throughout history, many methodologies and approaches have been posed. Those methods and approaches differ on two fundamental issues that any method or approach must address and that make them different: the nature of learning and the theory of language.

In this section, we intend to focus on the Communicative Approach and its theoretical basis, but before that, we want to make a historical overview, dealing with the methods and approaches that have existed before the Communicative Approach and that had great impact in the history of teaching foreign languages in the 19th and 20th centuries.

1.1. Traditional approaches and methods

Along the history of foreign language teaching, educators have tried to structure processes of foreign language learning and teaching through a series of methodological principles that established the objectives, contents and procedures of the foreign language class. As a consequence, many methods and approaches have emerged with the aim of planning language teaching and putting it into practice. Although the evolution of methods and approaches may seem linear, in fact, they overlap. Different methodological currents have coexisted and coexist in the same period.

In the 19th century, the Grammar-Translation Method was developed. This method adopted as a model the system used for the teaching of Latin and Greek. For this method, language is a system of rules that must be taught through texts. According to Stern (1983), the first language is maintained as the reference system in the acquisition of the second language. Grammar learning is deductive, that is, a rule is presented, explained and memorized, and then practiced in translation exercises. The student has a scarcely participative role and is limited to follow the instructions of the teacher, to memorize rules and lists of vocabulary, to read, and to translate.

At the end of the 19th century, the Direct Method was established and it reached its greatest relevance and diffusion in the first half of the 20th century. According to Neuner and Hunfeld (1993), the starting point for the development of this method happened when the German phonetician Wilhelm Viëtor published in 1882 his pamphlet *Der Sprachunterrichr muss umkehren!* (*Language Teaching Must Start Afresh*). Thanks to this pamphlet, a revolutionary movement, the Reform Movement, in language teaching methodology arouse. In this pamphlet, he criticized the teaching of a modern language with old-fashioned means and rules since a language is not composed of isolated, juxtaposed words but of phrases. Loose words or phrases that are outside of any textual context will never arouse the interest of the students.

The Direct Method provided a new orientation and proposed a way of teaching in which oral language had absolute priority and advocated teaching in the foreign language. The Direct Method made great changes and thus opened a new way to the teaching of foreign languages but this method does not mention the confrontation of the two linguistic systems (the student's first language system and the foreign language system). Besides, this same method can only be applied in private lessons, with highly motivated students and with native teachers being difficult its implementation in public schools or large groups.

After World War II, two methodological trends were developed: the Audio-lingual Method in USA and the Audiovisual in France. The Audio-Lingual Method aimed to achieve an oral domination of foreign language and made the learners speak automatically, without having to resort to translation from the mother tongue. The audiovisual method has not been widely implemented, except in France and its effectiveness cannot be denied, but this method has been harshly criticized and labelled as rigid and authoritarian since the lesson is perceived as a mechanism of precision, everything is focused on the language. The contents and methodology obey too very strict laws and require an application in letter. The application of this method in the classroom showed that the Structuralist nature of the method prevailed over the idea of global understanding and transmission of meanings through images.

1.2. Communicative Language Teaching

The development of the methods and approaches previously mentioned were carried out in a determined historical, socio-cultural and sociolinguistic context.

The Communicative Language Teaching, also known as Communicative Approach, should not be understood as a replacement of the methods that prevailed until its development; it does not eliminate, but rather re-adjusts the pedagogical principles of previous methods.

Berard (1995) explains that the Communicative Approach develops from a critique of audio-visual and audio-visual approaches for language teaching. Its main purpose is to establish communication, taking into account the needs of the student that determines the skills that the student wants to develop (understanding and oral expression or compression and written expression), with the use of authentic documents of daily life for a better and faster acquisition of the language. The knowledge acquired will be used in real situations, respecting the socio-cultural codes.

The Communicative Approach is a methodological current resulting from changes experienced in the previous years and it proposes to overcome the concept of language as a system of rules to focus attention on communication.

Following Chomsky's theories pointing to the importance of creativity and cognitive processes, British applied linguists pointed to another dimension of language: the functional and communicative dimension. These assumptions posit that the ability to communicate is going to be above the structures themselves. Language is more than a simple set of rules. It is an active instrument for the creation of meanings.

The Communicative Approach shifts attention from what language is to what is done with language, thus determining the content to be taught, the role of learners and teachers, the type of materials, and the procedures and techniques that are used.

Language teaching goals become communicative goals, that is, the learner is able to greet, communicate in a store, write a note, read something and understand it ... These objectives will be conditioned to the analysis of needs.

It must be taken into account that sometimes the word "necessity" is a bit excessive and that it will be the teacher's task to cause the students to perceive as such some of the proposals that are presented to them.

The methodological principles of the Communicative Approach are the following:

- The teaching should be focused on the learner.

- The language, conceived as an instrument of communication, obliges to develop a Competence in Linguistic Communication on forms, meanings and a knowledge of linguistic functions (linguistic functions to express pain or discomfort: it hurts, I have pain of ..., I feel bad. ..)

- To achieve good communication the learner should take into account the socio-cultural context, the characteristics of the interlocutors, the relationship with them, and the object of the conversation.

- The activities that lead to real communication generate the learning and therefore will have to propitiate them, presenting situations that promote that communication. The student will be given the opportunity to say what he or she wants to say and choose how to do it.

- The instrument of communication in the classroom is the foreign language itself.

- This approach takes into account daily life and the language and culture of students.

- The five skills (listening, speaking, reading, writing and interaction) are taken into account from the beginning and are equally integrated throughout the process, with special emphasis on the speaking one at the beginning but insisting on a balanced development of all of them.

- The teacher becomes a facilitator of learning. The teacher is a source, among many others, of input and information. He should pay attention to the learning processes of the students and to the needs that are generated. The concept of

error should be observed in another way: mistakes give us good clues about the learning process. The protagonist is the student.

- This approach prioritizes fluency over grammatical correction as long as the communication is not interrupted. Therefore, one must be more tolerant on errors, without allowing them to become fossilized.

2. INFORMATION AND COMMUNICATION TECHNOLOGIES

In this section we will talk about the concept of information and communication technologies, focusing on their definition, how they appeared, the types in which these technologies can be classified, and their educational use because ICTs make possible the use of TV series in the classroom.

2.1. Definition

Nowadays, information and communication technology is one of the most discussed topics and many authors are set to give their own definition of ICTs. Alcántara (2009), for instance, considers them as those tools, supports and channels that process, store, synthesize, retrieve and present information in a varied way, and, in some way, meet the needs of society. Adell (1998) defines them as the set of devices, tools, supports and channels for management, treatment, access and distribution of information based on digital coding and on the use of electronics in communications. On the other hand, Cobo (2009) gives a more detailed definition of what he considers TICs referring to these as technological devices (hardware and software) that allow to edit, produce, store, exchange and transmit data between different information systems that have common protocols. These applications, which integrate computer media, telecommunications and networks, enable both interpersonal (person to person) and multidirectional (one to many, or many to many) communication and collaboration. These tools play an important role in the generation, exchange, diffusion, management and access to knowledge. On the other hand, Díez (2003) thinks that, in many occasions, we confuse ourselves when referring to the new technologies of information and communication, since we consider that these are only the instruments that we use like computers or interactive whiteboards, but these are only a part of what these technologies encompass.

All those authors are in favour of using these resources, which they consider to be ICT, in the teaching, but it cannot be said that all of them are indeed an educational resource, since Pico (2013) states that for them to be considered as such, a series of requirements must be met, such as to improve the teaching activity and the training process for which they are intended; in turn, they should collaborate with self-learning, as well as build meaningful knowledge in the student. Therefore, information and communication technologies do not work in isolation, but need the action of teachers so that the previously mentioned requirements come to fruition, since they alone can be misused by students.

There are many classifications of ICT, but one of the best known is the one that groups them into three large groups such as networks, terminals or devices and the services they offer.

- Networks:

  - Fixed telephony.

  - Broadband.

  - Mobile telephony.

  - Television networks.

  - The Internet.

The Internet is the best known network in the world; it is a very powerful tool as a means for communication, source of information and place to publish new content and knowledge. The new generations are growing and forming together with the constant development that this network is reaching because the Internet is more and more present in all the environments that surround people and it becomes an indispensable tool in everyday life.

- Terminals or devices:

  - Mobile phones.

  - Tablets.

  - Game consoles.

- Computer.

The computer is one of the most important ICT tools used today. Computers are a resource that offers a lot of help to teachers. Other technological devices such as the interactive whiteboard or the multimedia projector also make the teaching-learning process richer, more motivating and dynamic for students and for the teacher in the classroom.

There are many programs that do not need the Internet to work, this is a great advantage since there are often problems in the network and teachers have to look for alternatives for this. Some of them are EdiLIM or MTO where we can find multimedia and interactive content.

- Televisions.

Television and education are complementary. Television has an educational value as it helps in learning concepts and generates or modifies habits, values and customs (Marín, 2005, Medrano, Cortés and Palacios, 2007).

Television entertains and forms students, that is, students can learn by watching television in a different and fun way (Medrano, 2005).

- Portable audio and video players.

In the learning process, the senses of sight and hearing are very important, so it is necessary to incorporate audiovisual media in the classroom in order to strengthen concepts, promote and develop motivation, encourage the active participation of students and improve their critical though (Marques, 2001).

- ICT services:

- Email.

- Search for information.

- Audio and music.

- Television and cinema.

- Electronic commerce.

- Education.

- Video games and mobile services.

- Blogs.

- Virtual communities.

- Platforms for watching videos, movies, TV series online

Many of the information and communication technologies have become obsolete due to the constant development of other more sophisticated resources; the following are some cases:

- Diskette.

- Discman.

- Walkman.

- Fixed telephone.

- Desktop computer.

- VHS video tapes.

- Typewriters.

- Magnetic tapes.

- Radio.

- Record players.

- Typewriter.

- CD Readers.

- Analogue camera.

- Analogue video camera.

Most of these devices have been deprecated because they have been replaced by other digital devices that save more time and money or allow a breakthrough when storing information material.

2.2. ICTs in education

The inclusion of ICTs in the Spanish education system had a lot to do with the electronic revolution that began in the 1970s. It is from this moment when ICTs begin to emerge by the scientific advances especially in the field of electronics, and as a result of this, direct reactions can be seen in this last aspect: the remarkable reduction of prices in the materials for the creation of new technological products and the boom of the information technologies, which unite technology and software.

ICT has a recognized potential to support learning, the development of social knowledge and the development of skills to learn independently.

Today ICTs are one of the keys to the education of citizens of the 21st century. The evolution of ICTs throughout the last century has been very important and still more in the century we are. The 1950s are considered key to further development in education.

In the 1960s, the media (radio and television) took off increasing the potential capacity of influence over millions of people and causing social customs to change in fields such as economics, journalism, entertainment, politics and education among others.

In the 1970s, computers began to be used in education, and later, with the emergence of PCs (personal computers), the option of conceiving individualized teaching through these means would be clearly seen.

In the 1980s, the inclusion of new technologies in schools began to be studied. They also began to receive criticism as to whether they were good or not to be developed successfully in educational centres; it is true that at that time there were many aspects and approaches to be polished for ICTs to become more accepted.

During the 1990s, the integration of ICT in the education system was already a fact. The Internet became the centre of attention and took an important part becoming an object of investigation, soon proving that it was a useful tool to use materials online. Already in the new century, between 2000 and 2001, a bachelor's degree in computer education was created whose goal was to bring the use of telecommunications, audio-visual technologies and, above all, information technology to schools so that students could begin to use them. Similarly, in the new century, new ways of communication have appeared such as instant messaging applications, chats, blogs, or social networks.

To explain the evolution of the web we use terms such as 1.0 (static web) and 2.0 (dynamic web). The web 1.0 is characterized by pages that are accessed to look for information. In them, you can only read what the page administrator has put. To create pages of this type it is necessary to have knowledge about the topic that is written and about web programming. The web 2.0 user can access it to consult information and contribute to it by adding content or comments to existing ones. The same happens with the tools 2.0, arising from Web 2.0 and that allow to stop being a receiver of communication to create and to share information and opinions with the other users of Internet.

Many authors have criticized the introduction of ICTs in the classroom because they consider that it is negative for students since they claim that ICTs cause distractions and aside from the main objective that is learning. Ramos et al. (2009), among others, argue that ICTs can produce a deficit in the use of the verbal communication.

However, ICTs offer a multitude of possibilities to help improve the effectiveness of students' learning in relation to foreign languages within the classroom itself

The use of technology in the classroom also has benefits in relation to the basic skills of reading and listening comprehension, oral and written production. Some of these advantages are:

- Reading comprehension. As stated in Thorne (2013), ICTs can be used to stimulate students' written comprehension by searching on the Internet for texts appropriate to their level and the contents that the teacher wants to teach in each session. As for ICT tools to improve reading, multimedia texts which have images, videos, audio clips and other elements help to capture the general meaning of the message.

- Listening comprehension. Carrera (2012) claims that ICTs offer a large amount of auditory material that can be used to help students better understand the language used to deal with a variety of different situations.

- Written production. According to González (2010), through the use of ICTs, students can produce written productions in Word format, which facilitates their correction and subsequent editing. Written production can also be used in the correspondence and chat activities where writing will play an essential role in the exchange of information. Another useful tool in this regard are grammar exercises, there are a lot of those exercises on the internet and they offer the student a personalized and quick correction of their answers, making them more aware of their mistakes and work to correct them.

- Oral production. Llisterri (1998) explains that in order to improve the oral production in a foreign language, resources such as sound recording or videoconferencing with students speaking that language can be used. This helps to create real conversation situations that will encourage the acquisition and learning of strategies and habits of improvement for listening comprehension.

3. TV SERIES AS A DIDACTIC RESOURCE IN EFL CLASSROOM

3.1. Formats

Over the years, there have been many ways to watch TV series. TV series, understood as a narrative form, have its origins in serial literature which began in the Victorian Period in England. In the 19th century, editors discovered that serial fiction was a good way to hook readers since readers wanted to know what was going to happen to its characters in the next fascicle. That same discovery was made by television channels in the 20th century when they realized that serial fiction was a great method to capture and hold audience.

At the beginning of the 20th century, cinema and radio began to experiment with serial narration. The first serial film was the French production *Nick Carter, le roi des detectives*, released in cinemas in September 1908 and finished in November of that same year. Produced by Éclair and directed by Victorin-Hippolyte, it was based on the character of a detective who had starred in his own stories in the New York Weekly magazine. Each delivery of the episodes that could be seen in the cinemas, narrated a whole history, without any continuity more than the one of the personage. The first serial film with a continuous narrative was the American series *What Happened to Mary*, a series of twelve reels produced by Edison Studios, which was released in July 1912. This series narrated the story of a young orphan girl abandoned at birth. On the radio, serial fiction became popular in the 1920s, and it is the medium of creation of the sitcom genre with *Sam 'n' Herry*, a fiction created in 1926 by Freeman Gosden and Charles Gorrell who introduced two African American characters trying to earn a living in ten-minute deliveries that kept the plot from one to another. Radio plays were also performed, called radio plays, which were broadcast by serials, thus becoming another reference for the first television fictions alongside serial literature.

At the end of the 19th century, some technological advances such as the telegraph or the telephone, led inventors, scientists and thinkers to reflect about the possibility of creating a device that could transmit images. By the time the idea of television began to be conceived, cinema was still at its beginnings and radio was a very popular medium of communication. In the following decades, diverse inventors worked in the creation of the television. Televisions began transmitting photographs and later began to be able to transmit images in movement. In 1925 the Scottish inventor John Logie Baird made the first real experience using two discs, one on the transmitter and one on the receiver, which were attached to the same axis so that their rotation was synchronous and separated by 2 mm making possible to watch images in movement.

The first public television broadcasts were made and in 1931, the first television fiction written specifically for the medium was *The Television Ghost* in the USA. It was neither a theatre adaptation nor a radio drama. It was inaugurated on August 17, 1931 and ended on February 15, 1933.

Nevertheless, the Second World War put an end to this stage in which several television fictions were broadcast. From that moment, the television dream that had been built since the 1920s faded. After the end of the war, the television finally had the conditions to establish itself as a mass media.

During the post-war period, the expansion of television took place at high speed, being integrated into the lives of millions of people. Many TV series were created and broadcast on television.

The emergence of a massive market of media players for private consumption of TV series was the origin of a powerful cultural industry that emerged in the last quarter of the twentieth century. The supports changed due to the technological development, and in a period of just thirty years, we moved from images recorded exclusively on celluloid tapes to the mass commercialization of magnetic tapes (VHS, Beta, video 2000), later Digital discs (DVD) and, finally, the discs of high definition (Blu-ray), that have been prevailing in the last years. The Internet revolutionized the way people watch TV series since they are streamed online in different platforms available for this.

As we have seen, serial literature, film and radio are part of the roots of TV series as a narrative form and are also present in the development of the TV series over the decades to the present day. TV series can be viewed from various technological media. Originally, television was the main medium, but nowadays with the new technologies, TV series can be seen in more varied formats and with greater accessibility.

3.2. Benefits and drawbacks

The rise of TV series has generated a whole movement of followers who analyze and comment chapters, share recommendations and think of alternative endings for the season being all this movement a proof of the interest aroused by TV series both in adults and teenagers.

TV series are an integral part of students' lives, so it makes sense to take them to the language classroom. Learning English by watching TV series is an awesome way to improve student's English skills. TV series are a teaching and learning tool that can add many benefits to the learning experience. They are a good resource because they are entertaining, motivating and enjoyable. Since motivation is one of the most important factors in determining successful acquisition of a second language, TV series are a great option to make the language learning process more attractive.

TV series bring variety and flexibility to the language classroom, expanding the range of teaching techniques and resources, helping students develop all communicative skills. TV series can also serve as a springboard for follow-up tasks such as discussions, debates on social issues, role-plays, reconstruction of a dialogue or synthesis.

TV shows are sometimes better than films because they are shorter, they allow you to return to the same characters in each episode and predict what will happen next.

Showing a short excerpt from a TV series when the characters use a structure or a grammatical point brings a whole new perspective to their class since students see that the grammar teachers are introducing is not just something they have to study because it is in the book but rather they need to study this because people who speak English as their mother tongue use this, as they just saw in the TV series. And, as a positive side effect, students can become interested in the TV series and start watching them in English in their spare time.

A TV series can help provide a balanced mix of entertainment with education. Using a TV series will make your students excited about learning, while providing them with a wider range of interesting learning materials.

Watching TV series is one of the best ways to improve students' English vocabulary and learn to speak English more fluently. TV series provide more realistic contexts of the English language compared to those of English course books. Watching TV shows can improve conversational skills. They can also help to improve listening skills, as students can hear a variety of different accents. Another benefit of TV series is that students learn and understand the different cultural references that can appear and which can make the students feel more connected to the country and the language.

According to Peramos (2005), audio-visual resources such as TV series or films can modify the passive attitude of the student. The authenticity of the materials, with a correct exploitation, stimulates the student's cooperation, learning and interest. In order to promote less passive attitudes, TV series are a good option. The video is an excellent way to deepen the knowledge of a country's culture, and to establish a mental image of culture. The image, on the other hand, facilitates that the listening comprehension is more complete since the language, in a TV series or film, develops in a real context, that is to say, it has examples of the spoken language: expressions, linguistic behaviours (excuses, explanations) pauses, intonation, rhythm of speech, etc.

The use of TV series in the foreign language class is an effective way to present any subject, mainly cultural, providing a playful component and arousing the curiosity and interest of the students. On the other hand, it is significant since it is given importance to socio-cultural elements, linguistic registers, the use of the language, and the way of seeing the world through it.

The main disadvantages that can make a TV series not a good tool for teaching foreign languages are, on the one hand, that students may find TV series too difficult to understand and follow. On the other hand, some students may not like the TV series that the teacher is using in the class so the student will not be interested or motivated and that may affect the learning-teaching process.

3.3. Selecting appropriate TV series

However, on many occasions, teachers tend to project a TV series without taking into account aspects such as the projection time, the level, the ability of the student to comprehend and absorb the information that is projected at the same time, etc. It must be taken into account that a projection not only adds to the image linguistic, cultural or social information but also non-verbal information, such as gestures. The teacher, before issuing any type of film, must carry out an exhaustive study of the same and verify that it is adapted to the needs of his students.

For the activity to be a success, one of the aspects that the teacher must keep in mind is the correct use of the TV series. Peramos (2005) suggests that the first step that must be taken for a proper utilization of a projection is to consider the following aspects: What do we use it for? Which are the students? What will it contribute with? Once established these criteria, Peramos (2005) says that the teacher has to select a fragment of TV series taking into account this:

- Selection of the fragment and content: ideally, it should be a closed scene.

- Determination of the level: we must consider that the recipient of a TV series must be a student with medium-advanced language level.

- Determination of objectives: we must think that the objectives are not only linguistic but also cultural (greetings, behaviours, daily life, etc.) and pedagogical (these depend on the didactic exploitation of the teacher).

- Practice time: The practice time should not exceed 15 minutes, especially in the first projections, since students tend to "disconnect" after this phase.

- Activities: can be performed before, during or after watching the TV series.

4. PROPOSAL FOR INTERVENTION

The information that appears is this section aims at explaining the proposal for intervention, which uses the BBC's TV series *Sherlock* as a means to improve the Competence in Linguistic Communication of a group of 4th year of ESO students.

The proposal for intervention is inspired in IES Ramón y Cajal, located in the town of Valladolid and centre where I have done the external practices. The proposal for intervention is designed for a group of 4th year of ESO, composed of 13 students, 8 girls and 5 boys, 16 years old. This course belongs to the branch of bilingualism, reading 5 hours per week of First Foreign Language. This proposal consists of 6 sessions, which are developed over eight weeks.

4.1. Contextualization

Before beginning with the presentation of the design and structure of the proposal, it is necessary to contextualize it from the legal point of view, as well as with regard to the characteristics of the centre in which it has been inspired.

4.1.1. Legal framework

This proposal bases on the following documents:

- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.

As for the use of ICTs, the preamble of this law says the widespread incorporation of Information and Communication Technologies (ICTs) into the education system, which will take into account the principles of design for all people and universal accessibility, will allow the customization of education and adapt it to the needs and pace of each student. ICTs will serve to reinforce and support in cases of low performance and, on the other hand, will allow students to expand without limitation the knowledge transmitted in the classroom. Motivated students will thus be able, according to their capacity, to access the educational resources that institutions at the national and international levels offer. The ICTs will be a fundamental piece to produce the methodological change that leads to achieve the objective of improving the quality of education. Likewise, the responsible and orderly use of these new technologies by the students must be present throughout the educational system.

- Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.

Both the national and the regional curriculum mention the integration of ICT as a transversal element, which means it is responsibility of all teachers to include ICT (as well as other transversal elements) in their subjects' syllabus. This paper's proposal does not include ICT as a transversal element in the syllabus, but it makes ICT one of the cornerstones upon which the proposal is built. With regards to this matter, the regional curriculum for Castilla y León simply refers to the national curriculum, since the regional one fully accepts what is said in the national one and does not need to add any further information. As for the national curriculum, in its first article devoted to transversal elements, it establishes ICT as one of those main transversal elements that will need to be included in every subject taught in the centre. This way, the national curriculum ascertains the importance that should be given to the issue of ICT integration.

- ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León.

The proposal for educational intervention follows the guidelines stipulated by the community of Castilla y León so that its implementation would be carried out in a centre of this community.

4.1.2. Characteristics of the centre

The aspects related to the characteristics of the centre and the class are described below. I have taken as context the centre in which I have realized the external practices of the Máster en Profesor de Educación Secundaria y Bachillerato, Formación Profesional y Enseñanza de Idiomas, IES Ramón y Cajal, located in Valladolid. This centre has served as an inspiration to contextualize my proposal for educational intervention based on the facilities, resources and materials that are available.

IES Ramón y Cajal is a public centre, located in the neighbourhood of Las Delicias, in the city of Valladolid. The neighbourhood Las Delicias, the most populous of Valladolid, has a population of 27,538 inhabitants according to the census of the City Council of Valladolid in 2015. Since its beginnings the neighbourhood has been working-class population, and its origins are associated with the arrival of the railroad to Valladolid in 1864 and the subsequent construction of the central workshops of repair and maintenance of the Company of the North, which employed more than 2,500 workers at the end of the 19th century, making these workers the first inhabitants of this neighbourhood. Since then, Las Delicias has housed and houses a majority of working population, although in recent years, with the expansion of the neighbourhood to the north and east, it has seen a greater social variety, and since the 1990s it has experienced the arrival of immigrant population and the remarkable aging of its population.

The centre welcomes students from the neighbourhood in ESO and Bachillerato, but also receives pupils residing in other areas of the city, in towns in the province, or even coming from other cities inside and outside the Autonomous Community of Castilla y León, who travel to Valladolid to take vocational training.

By ORDEN EDU/154/2013, de 13 de marzo,[1] the Consejería de Educación established the implementation of the bilingual sections in public schools for the academic course 2013/2014, in which the IES Ramón y Cajal was included. The bilingual section was launched in English. Within this programme, 50% of the classes of Biology and Geology, Physical Education, Physics and Chemistry, Technology, and Geography and History are taught in English by teachers who are accredited for it. These teachers are supported by a conversation assistant who participates in their teaching hours.

Bilingual students of 4th of ESO receive two extra classes of English in the afternoon, apart from the other three compulsory teaching hours that are taught by the English teacher in the mornings. Those two extra hours are taught on Wednesdays from 16:40 to 17:30 and from 17:35 to 18:25. In those two extra hours, the English teacher is accompanied by the conversation assistant, whose mission is to improve English speaking and listening skills.

---

[1] ORDEN EDU/154/2013, de 13 de marzo, por la que se establece de oficio la puesta en funcionamiento de secciones bilingües en centros públicos y se autoriza la creación de secciones bilingües en centros privados concertados para el curso 2013/2014.

The proposal for intervention is designed for the 13 students that belong to the bilingual section in 4th of ESO and it is going to be implemented in those two extra hours on Wednesday afternoons.

4.2. Justification

"We are detectives" is the title chosen for the proposal, designed to be put into practice in 4º ESO, in the subject of First Foreign Language: English. It consists of 6 sessions of 100 minutes each.

It has been designed following the criteria established by Orden EDU/362/2015, de 4 de mayo, within the block First Foreign Language.

It is a proposal that has as its main objective the improvement of the Competence in Linguistic Communication of the students using a TV series as a didactic tool. It is designed under the principles of the Communicative Approach and the task-based approach.

The central theme of the proposal lies in detective stories. More specifically, in the detective stories of the famous Sherlock Holmes. But in this case, instead of using the short stories created by Arthur Conan Doyle, we are going to use the BBC's TV series adaptation.

Sherlock is a British TV series that began in 2010 created by the BBC and starred by Benedict Cumberbatch and Martin Freeman. It is a contemporary update of the adventures of Detective Sherlock Holmes, created by Arthur Conan Doyle. Located in the London of the 21st century, the TV series follows the footsteps of the eccentric detective Sherlock Holmes along with his friend Dr. John H. Watson, in their quest to solve the crimes that are taking place. His insuperable deduction skills and arrogant emotional detachment makes him the perfect detective, but he will soon discover that there's someone else following him: the mysterious James Moriarty.

Conan Doyle's stories are about brilliant deductions, with terrible villains and crimes. Other detectives have cases, Sherlock Holmes has adventures. The 21st century Sherlock uses modern technology: text messages, Internet and GPS to solve crimes.

The update maintains some traditional elements of the stories, such as Sherlock's address in Baker Street and the evil James Moriarty. Although the events of the books are being transferred to the present, there are elements that were incorporated into this new production. For example, Dr. Watson returns from Afghanistan War while the original Watson returned home invalid after serving in the Second Anglo-Afghan War (1878-1880).

Sherlock is distinguished by his speed of thinking. He makes connections incredibly fast. He goes one step ahead of the audience, and those around him with normal intelligence cannot quite understand where his mind is.

Sherlock is a dynamic superhero in a modern world, an arrogant detective, a genius driven by the desire to prove that he is smarter than the perpetrator of the crime and the police, than anyone, indeed. To address current social attitudes and broadcasting regulations, the 21st century Sherlock has replaced the classic pipe with multiple nicotine patches.

4.3. Objectives

General objective:

- To develop a proposal for intervention through the use of a TV series to improve communicative skills in learning English as a First Foreign Language in secondary school students.

Specific objectives:

- To carry out a theoretical study of the different methods and approaches of teaching foreign languages focusing on the Communicative Approach.

- To analyze the role played by ICT, as well as its use in learning English as a foreign language.

- To create activities that will allow us to integrate a TV series in the secondary classroom.

- To promote through the proposed activities the development of communicative skills.

4.4. Compentences

The Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato establishes which are the competences a student needs to have developed once the school year is finished, namely:

- Competence in Linguistic Communication (CLC)

- Competence in Mathematics, Science and Technology (CMST).

- Learning to Learn (LL)

- Digital Competence (DC)

- Social and Civic Competences (SCC)

- Cultural Awareness and Expression (CAE)

- Sense of Initiative and Entrepreneurship (SIE)

As regards to this paper's proposal, it is important to notice that it fulfils the previously mentioned requirement that the national curriculum states, since this proposal clearly promotes two of the competences established by both the national and the regional curricula. Firstly, the proposal fosters the Competence in Linguistic Communication, as the whole proposal follows the Communicative Approach. Competence in Linguistic Communication is thus a competence integrated in the contents students have to study, and the lesson proposed in this paper allows students to better develop it. Thanks to the proposed activities, students will develop this competence as they watch the TV series and work with activities related to detective fiction. Secondly, this paper's proposal contributes to promote Digital Competence, for the integration of ICT involves the use of the BBC's TV series *Sherlock*. Thirdly, the proposal encourages the development of the competences Learning to Learn and Sense of Initiative and Entrepreneurship.

4.5. Catering for mixed ability

When designing the activities that would be put into practice in the classroom, I have taken into account the different learning paces of all the students, as well as their levels of English. I have tried to create a didactic unit that is flexible enough to cover everyone's needs. Therefore, while some activities are a bit demanding, others are easier to carry out. It is very important to make the learning process equally accessible for all the students, providing them with activities that they see they can complete without any difficulty in order to encourage them to keep on learning.

4.6. Methodology

The main objective of the teaching a foreign language is the development of the Competence in Linguistic Communication. There are many teaching methods that can be adopted for teaching a foreign language, however, in this proposal we will focus on the Communicative Approach.

The goal of the Communicative Approach is real communication and the authentic use of language. Thus, it is characterized by placing the emphasis on language as a form of communication. In the same sense, there is an interest on linguistic structures and vocabulary. Language is considered in this approach as a useful communication tool for the creation of meanings. In addition, this approach affirms that there is always a communicative intention linked to the satisfaction of a need. This communication aims to satisfy that need or to develop in society. The Communicative Approach seeks fluency and the ability to develop and to communicate in a language in a specific situation and / or context.

4.7. Description and timing

The proposal consists of 6 sessions, which are developed over six weeks. The sessions of Wednesday afternoons have a duration of 100 minutes.

	SESSION	DAY OF THE WEEK	DURATION
1st week	1	Wednesday	100 minutes
2nd week	2	Wednesday	100 minutes
3rd week	3	Wednesday	100 minutes
4th week	4	Wednesday	100 minutes
5th week	5	Wednesday	100 minutes
6th week	6	Wednesday	100 minutes

ACTIVITIES	
SESSION 1	1. What's new with you? 2. Do you want to become detectives? 3. Who is Sherlock Holmes? 4. This is Sherlock Holmes! 5. Other detective stories 6. Synopsis 7. Are you ready? 8. Time to write
SESSION 2	1. Let's remember 2. Episode ending 3. Let's see who guessed the ending 4. Reflection 5. Do you agree?
SESSION 3	1. What are we doing today? 2. Match the character to the descriptive words 3. Casual language 4. Sherlock's decision 5. Use your imagination
SESSION 4	1. How is everything? 2. The mystery of the kidnapped place 3. A strange murder
SESSION 5	1. Good afternoon 2. Are you ready to make up a story? 3. Finishing your story
SESSION 6	1. Our last day with detective stories 2. Preparing the oral presentation 3. Oral presentation

4.8. Assessment

Regarding the evaluation of the students, the teacher uses three evaluation techniques for the correct and more objective evaluation process:

- Observation. The teacher has to be aware of the dynamics of the students, involvement and contribution to the group, predisposition, interest and respect towards others. This is an aspect that receives special attention from ORDEN EDU/362/2015, de 4 de mayo, stating that the evaluation should not be limited to periodic tests, but should include the daily evaluation of the oral and written activities.
- Carry out of activities both in a group and in an individual way. The teacher will evaluate the quality of the activities taking into account aspects such as degree of correction, vocabulary used, depth, coherence and clarity.

Regarding the final grade, the mark will be obtained taking into account the following aspects:

- Student observation (1 point out of 10 of the final grade). In this aspect, it will be taken into account the participation in the activities carried out in class, the attendance to the same and the respect towards the partners.
- Hand activities in (2 points on 10 of the final grade).
- Completion of the final task and subsequent presentation of the activity (7 points out of 10 of the final grade). The students will be graded taking into account their performance in the oral presentation, as well as in the written paper, according to the following parameters:

ORAL PRESENTATION	• Fluency (2 points) • Accuracy (0,5 point) • Communicative skills (0,5 point)
WRITTEN PAPER	• The text had been adequately, clearly and consistently written. (2 points) • The content of the text has a suitable degree of maturity. (0,5 point) • The content of the text is creative and innovative (1,5 points)

CONCLUSIONS

The proposal for intervention is the result and main objective of this Master's Thesis. The aim of this proposal was to suggest a way in which both TV series and the Communicative Approach could be brought together and integrated in EFL teaching with the purpose of improving the Competence in Linguistic Communication of the students of secondary education in the subject First Foreign Language: English.

The process of elaboration of the proposal has consisted of two large sections, sequentially related and with two different objectives. First, the research carried out in the initial block has focused on showing that TV series are a didactic resource in the EFL classroom. To achieve this, the term ICT has been defined and classified. It has also been investigated the different formats of watching TV series that have existed throughout history, the benefits and disadvantages that can be involved in the use of a TV series in the classroom and what teachers should take into account to select a TV series. The conclusions obtained in the first block indicate that TV series are a great didactic tool that will help the students to improve their Competence in Linguistic Communication.

Subsequently, the elaboration of the intervention proposal has been made following the principles of the Communicative Approach, which was the second and most important objective of the present Master's Thesis. This approach has been considered the most appropriate within the many existing methodologies. In this election, the course for which it has been designed had great importance, 4th year of ESO (bilingual group). Since my proposal was oriented to the two extra hours that these students have as they belong to this bilingual program, classes aimed at increasing students' motivation and interest in the English subject by using TV series. In these cases, the Communicative Approach is intended to train the learner to communicate in real life situations - not only in oral but also in writing - with other foreign language speakers.

Finally, it is important to point out that the implementation of this educational intervention proposal will allow detecting the strengths and weaknesses of the design, the operation and interest of the students in the activities, the different attitudes and responsibilities that the students take, as well as the development and teacher performance in working under such conditions.

This paper supports the claim that improvements in EFL teaching and learning must be done through ICT integration and changes in methodology, as an instance of the Communicative Approach in EFL teaching. Thus, EFL teaching might become more efficient and students of EFL might reach a competent proficiency in English.

BIBLIOGRAPHY

Adell, J. (1998). Nuevas tecnologías e innovación educativa. *Organización y gestión educativa, 1, 3-7.*

Alcántara Trapero, M.D. (2009). Importancia de las TIC para la Educación. *Revista digital Innovación y Experiencia Educativa*. Retrieved from http://www.csicsif.es/andalucia/modules/mod_ense/revista/pdf/Numero_15/MARIA%20DOLORE S_ALCANTARA_1.pdf

Barco, M.J. Evolución de las TIC. Retrieved from http://www.slideshare.net/MJBARCO/evolucin-tic

Berk, R. A. (2009). Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. *International Journal of Technology in Teaching and Learning, 5 (1), 1-21.*

Blázquez, F. (1998). Tareas y retos para el profesor de secundaria en la sociedad de la información; in Fernández, M. y Moral, C. (eds). *Formación y desarrollo de los profesores de educación secundaria en el marco curricular de la reforma. Los retos profesionales de una nueva etapa*. Retrieved from http://www.sav.us.es/pixelbit/pixelbit/articulos/n33/7.pdf

Brophy, J. (2004). *Using Video in Teacher Education*. Oxford, UK: Elsevier.

Cabrera Mariscal, Marta (2014). *Revisión de los diferentes enfoques y métodos existentes a lo largo de la historia para la enseñanza de lenguas extranjeras*. Jaén: Universidad de Jaén, Facultad de Humanidades y Ciencias de la Educación.

Cakir, I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology – TOJET. 5 (4), 67-72.*

Canning-Wilson, C. (2000). Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal. 6 (11).* Retrieved from http://iteslj.org/Articles/Canning-Video.html

Castilla y León. ORDEN EDU/363/2015, de 4 de mayo por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León. Boletín Oficial de Castilla y León, 8 de mayo de 2016, núm. 86, pp. 32486-32792.

Cobo Romaní, J.C. (2009). *El concepto de tecnologías de la información. Benchmarking sobre las definiciones de las TIC en la sociedad del conocimiento. Zen, 14 (27), 295-318.* Retrieved from http://www.ehu.es/zer/hemeroteca/pdfs/zer27-14-cobo.pdf

Díez Rodríguez, A., Aparici, R. y Gutiérrez Martín, A. (2003). Nuevas tecnologías, educación y sociedad. *Revista perspectivas críticas, 1 (36).* Retrieved from http://publicaciones.hegoa.ehu.es/publications/114

España. Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. Boletín Oficial del Estado, 10 de diciembre de 2013, núm. 295, p. 97909.

España. Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. Boletín Oficial del Estado, 3 de enero de 2016, núm. 3, pp. 173-5.

Font, Julià (1998). Métodos y enfoques en la enseñanza de lenguas extranjeras. In Mendoza Fillola, A. (coord.) *Conceptos clave en didáctica de la lengua y la literatura.* Barcelona: Universidad de Barcelona, Instituto de Ciencias de la Educación [etc.]

Gonzalez, M. Á. (2010). Redacción y ortografía en la era de Internet: evaluación de los trabajos académicos estudiantiles. *Revista pedagógica, 23, 221-242.* Retrieved from https://dialnet.unirioja.es/descarga/articulo/3829855.pdf

Llisterri, J. (1998). Nuevas tecnologías y enseñanza del español como lengua extranjera. *Instituto Cervantes.* Retrieved from http://www.cervantes-brasil.com.br/ASELE5.htm

Maati Beghadid, H. (2013). El enfoque comunicativo, una mejor guía para la práctica docente. *In Actas del IV Taller «ELE e interculturalidad» del Instituto Cervantes de Orán, 112-121*. Retrieved from

http://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/PDF/ora
n_2013/16_beghadid.pdf

Marín, V. (2005). Las series animadas de televisión y su valor educativo. *Comunicar*, *25, 12-36.*

Marquès Graells, P. (2000) Las TIC y sus aportaciones a la sociedad. Retrieved from http://peremarques.pangea.org/tic.htm

Medrano, C. (2005). ¿Se puede favorecer el aprendizaje de valores a través de las narraciones televisivas? *Revista de Educación, 338, 245-290.*

Medrano, C., Cortés, P.A. y Palacios, S. (2007). La televisión y el desarrollo de valores. *Revista de Educación, 342, 307-328.*

Mestres i Salud, L. (2007). Los medios de comunicación y la educación. *EducaWeb.* Retrieved from http://www.educaweb.com/noticia/2007/02/12/medios-comunicacion-educacion-2206/ .

Método Audiolingüe. *Centro virtual Cervantes.* Retrieved from http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/metodoa
udiolingue.htm

Método Audiovisual. *Centro virtual Cervantes.* Retrieved from http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/metodoa
udiovisual.htm

Método Directo. *Centro virtual Cervantes.* Retrieved from http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/metododi
recto.htm

Método Gramática-Traducción. *Centro virtual Cervantes.* Retrieved from http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/metodogr
amaticatrad.htm

Miranda Ubilla, H. (2002). *La cortesía verbal en textos para la enseñanza del español e inglés como lenguas extranjeras*. Alicante: Biblioteca Virtual Miguel de Cervantes.

Moreno Pons, M. (2004). El video en el aula. *Revista de Educación, 291 (1990), 351-370.*

Peramos, N. (2005). Para la clase de español: Explotación didáctica para una serie de televisión. *Boletín de la asociación para la enseñanza del español como lengua extranjera ASELE* 33, 35-42.

Pico, S. (2013). Formación TIC del profesorado para garantizar el éxito en la integración de la Tecnología. Ítaca. *Revista de Filología, 4, 65-80.* Retrieved fromhttp://rua.ua.es/dspace/handle/10045/37081#vpreview

Quintero Gallego, A. y Hernández Martín, A. (2005) El profesor ante el reto de integrar las TIC en los procesos de enseñanza. *Enseñanza&Teaching*, *23, 305-321.* Retrieved from http://espacio.uned.es/fez/eserv.php?pid=bibliuned:20236&dsID=profesor_ante. pdf

Richards, J. and Rodgers, T. (1986). *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Richards, J. C. and Bohlke, D. (2011). *Creating Effective Language Lessons.* Cambridge: Cambridge University Press.

Salinas Ibáñez, J. (2008). *Innovación educativa y uso de las TIC.* Universidad Internacional de Sevilla. Retrieved from http://dspace.unia.es/bitstream/handle/10334/2524/innovacioneduc2008.pdf?seq uence=1

Seijas Ramos, S; Peralbo Uzquiano, M; Sánchez Pernas, J. Mª; Barca Lozano, A; Brenlla Blanco, J. C. (2009). *El aprendizaje a través de la lectura y a través de medios audiovisuales: un estudio comparativo.* Retrieved from http://www.educacion.udc.es/grupos/gipdae/documentos/congreso/xcongreso/pd fs/t7/t7 c216.pdf

Sherman, J. (2003). *Using Authentic Video in the Language Classroom.* Cambridge: Cambridge University Press.

Shevchenko, M.V. (2015). The Role of Authentic Videos in Teaching English at Technical Universities. *Journal Advanced Education, 4, 66-70.*

Stern, H. H. (1983). *Fundamental Concepts of Language Teaching.* Oxford: Oxford University Press.

Thorne, C. et al. (2013). Efecto de una plataforma virtual en comprensión de lectura y vocabulario: Una alternativa para mejorar las capacidades lectoras en primaria. *Revista de Psicología, 31, 1.* Retrieved from http://revistas.pucp.edu.pe/index.php/psicologia/article/viewFile/6369/6423

Vargas, A. M. (2008). Las nuevas tecnologías de la información y la comunicación en la educación. *Innovación y experiencias educativas.* Retrievedn from http://www.csi-csif.es/andalucia/modules/mod_ense/revista/pdf/Numero_13/ANAM_VARGAS_2.pdf.

Wang, J. & Hartley, K. (2003). Video Technology as a Support for Teacher Education Reform. *Journal of Technology and Teacher Education. 11 (1), 105-138.*

Widdowson, H. G. (1972). The Teaching of English as Communication. *ELT journal, 27 (1), 15 -19*

Woottipong, K. (2014). Effect of Using Video Materials in the Teaching of Listening Skills for University Students. *International Journal of Linguistics. 6 (4), 200-212.*

Zanón, J. (1990). Los enfoques por tareas para la enseñanza de lenguas extranjeras. *Revista de didáctica del español como lengua extranjera*, 5, 19-28.

ANNEXES

I.   We are detectives!

GENERAL FRAMEWORK

Level, year and group	Timing
4th year of Secondary Education (Bilingual group)	6 sessions of 100 minutes

Block 1. Oral comprehension		
Contents	**Assessment criteria**	**Learning standards**
Comprehension strategies: - Distinction of the different types of comprehension (general sense, essential information, main points, relevant details). - Formulation of hypothesis on content and context. - Inference and formulation of hypothesis about meanings from the comprehension of meaningful, linguistic and paralinguistic elements. Communicative functions: - Description of physical and abstract qualities of people, objects, places and activities. - Narration of past and occasional events, description of present states and situations and expression of future events. - Expression of knowledge, certainty, doubt and conjecture. - Formulation of suggestions, desires, conditions and hypothesis.	Identifying general sense, essential information, main points and more relevant details in welll-structured texts and with certain-complexity linguistic structures, in a variety of standard language and transmitted in medium or normal speed, spoken or sung, with or without visual support, destined to the public in general or of a use specifically didactic, dealing with both concrete and abstract topics of one's own fields of interest or specialization in personal, public, academic, and occupational areas, provided that the acoustic conditions are good and certain details could be confirmed. Knowing and know how to apply adequate strategies in order to comprehend the general sense, essential information, main points, relevant details, or information, ideas and opinions either implicit or	Identifies the main points and relevant details in a formal or informal conversation of certain length between two or more interlocutors taking place around them, provided that the acoustic conditions are good, the discourse is well-structured and language is not idiomatically used. Understands main ideas and relevant details of a presentation, speech, or conference, dealing with one's own fields of interest or specialization, provided that the speech is clearly articulated and in standard language (e.g. a presentation on the organization of universities in other countries). Understands main points and relevant details in the majority of radio and television programs related to one's own fields of personal interest or of their specialization (e.g.

Oral vocabulary of common use (reception) related to personal identification; housing, home and environment; daily life activities; family and friends; work and occupations; leisure, leisure and sport; travel and vacations; health and physical care; education and study; shopping and commercial activities; food and catering; transport; language and communication; environment, climate and natural environment; and information and communication technologies.	explicit of the text provided that they are clearly signaled. Recognizing oral, specialized, and commonly used lexical related to one's own areas of interest and necessities in personal, public, academic, and occupational fields and expressions and idioms of common use provided that there is visual or contextual support.	magazines, documentaries, series and films) provided that they are articulated relatively slowly and with a clear and a standard pronunciation and dealing with known topics or of one's own interest.

Block 2. Oral production: expression and interaction		
Contents	**Assessment criteria**	**Learning standards**
Production strategies. Realization: - Clear and coherent expression of the message, structuring it suitably and adjusting it, if necessary, to the models and structures of each kind of text. - Rely on and benefit from the previous knowledge to the maximum (utilize "prefabricated" language, etc.). Communicative functions: - Description and evaluation of physical and abstract qualities of people, objects, places, activities, methods and processes. - Narration of on-time and habitual past occurrences, description of states and present situations, and expression of prediction	Building coherent and well-structured texts on topics of personal interest or quotidian or less habitual issues in a formal, neutral, or informal register, efficiently using the commonest cohesion resources and showing a reasonable command of expressions, structures and frequent-use lexical, both of general and specific character. Knowing, attentively selecting, and knowing how to efficiently apply the most appropriate strategies to produce oral texts of diverse types and of certain length, trying to use new formulae and combinations inside the same repertoire	Efficiently participates in informal and face-to-face, telephonic, or other medium conversations, in which they describe, with certain details, facts and experiences, feelings and reactions, dreams and hopes and ambitions, and answer appropriately a feelings such as surprise, interest or indifference; tells stories, as well as the plot of books and films, indicated reactions; offers and are interested in personal opinions on topics of their interest; make their opinions and reactions comprehensible regarding possible solutions to problems or practical questions; kindly express beliefs, agreements, and

and short, medium, long-term future occurrences. - Exchange of information, indications, opinions, beliefs and points of view, advices, and warnings.	and correcting the mistakes (e.g. in verbal tense or in temporal and special references) which lead to misunderstandings if the interlocutor indicates the existence of a problem. Knowing how to select, and use more specialized and commonly used lexical related to one's own areas of interest and necessities in personal, public, academic, and occupational fields and expressions and idioms of common use. Participating efficiently, even making mistakes, in dramatized, long-duration activities of oral interaction, such as global simulations, role plays, etc., having the possibility of preparing and managing their participation in the same.	disagreements, and explain and justify their opinions and projects.

Block 3. Understanding written texts		
Contents	**Assessment criteria**	**Learning standards**
Comprehension strategies: - Distinction of the different types of comprehension (general sense, essential information, main points, relevant details, implications). - Formulation of hypothesis on content and context. Communicative functions: - Description and evaluation of physical and abstract qualities of people, objects, places, activities, methods and processes.	Identifying main ideas, relevant information, and general implications of certain length, printed or in digital-form texts, with or without visual support, well-structured and with certain-complexity linguistic structures, in a variety of standard language dealing with both concrete and abstract topics of one's own fields of interest or specialization in personal, public, academic, and occupational areas, provided that the difficult sections can be reread.	Understands personal correspondence in any format, and messages in forum and blogs, in which information and ideas are transmitted, problems are asked and with reasonable precision explained, and experiences, feelings, reactions facts, intentions, and both abstract and concrete aspects on topics of personal interest are clearly and detailed described. Understands the general sense, the main points and

- Narration of on-time and habitual past occurrences, description of states and present situations, and expression of prediction and short, medium, long-term future occurrences. Lexical: - Written, specialized and commonly used lexical (reception), related to one's own areas of interest in personal, public, academic, and occupational fields, relating to descriptions of people and objects, time and space, states, occurrences, activities, methods and processes; personal, social, academic and professional relationships; education and study; work and undertaking; goods and services; language and intercultural communication; science and technology; history and culture.	Knowing and knowing how to apply adequate strategies in order to comprehend the general sense, essential information, main points, relevant details, or information, ideas and opinions either implicit or explicit of the text provided that they are clearly signaled. Recognizing written, specialized, and commonly used lexical related to one's own areas of interest and necessities in personal, public, academic, and occupational fields and expressions and idioms of common use provided that there is visual or contextual support. Knowing how to recognize the appropriateness or inappropriateness of the results of an Internet research.	the most relevant details of well-structured and of certain length news and newspaper articles in which concrete points of view on current issues or of personal interest are adopted and written in a standard language. Understands, in manuals, encyclopedias and text books, either printer or in digital format, concrete information in order to solve homework or investigation works related to the topic of their specialization, as well as concrete information related to practical questions or to topics of their academic or occupational interest in web pages and other official, institutional., corporative informative texts.

Block 4. Production of written texts: expression and interaction		
Contents	**Assessment criteria**	**Learning standards**
Production strategies. Planning: - Mobilize and coordinate one's general and communicative competences with the aim to efficiently carry out the task (review what one knows about the topic, what one can or want to say, etc.). - Locate and suitably use linguistic or thematic resources (use of a dictionary or of grammar,	Writing, in any format, clear-structured texts on a series of general and more specific topics related to one's own interest or specialization, making descriptions with enough details; writing with one's own words, and organizing in a coherent way information and ideas extracted from diverse sources, and justifying one's own opinions on general or more specialized	Writes, in a conventional format, brief essays giving relevant information on an academic, occupational, or less habitual topic (e.g. an emerging problem during a trip), describing with sufficient details situations, people, objects, and places; narrating occurrences in a coherent sequence; explaining motives of certain actions, and offering brief and justified opinions and suggestions

getting help, etc.).

Production strategies. Realization:
- Clear expression of the message adjusting to the models and structures of each kind of text.
- Rely on and benefit from the previous knowledge to the maximum (utilize "prefabricated" language, etc.).

Communicative functions:
- Description and evaluation of physical and abstract qualities of people, objects, places, activities, methods and processes.
- Narration of on-time and habitual past occurrences, description of states and present situations, and expression of prediction and short, medium, long-term future occurrences.
- Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief.

Lexical:
- Written, specialized and commonly used lexical (reception), related to one's own areas of interest in personal, public, academic, and occupational fields, relating to descriptions of people and objects, time and space, states, occurrences, activities, methods and processes; personal, social, academic and professional relationships; education and study; work and undertaking; goods and

topics, using coherent and cohesive devices and a common or more specified lexical depending on the communication context.

Knowing, selecting and applying the most adequate strategies in order to elaborate clearly-structured, certain length, and written texts, e.g. developing main points and extending them with necessary information, from a previous outline.

Recognizing written, specialized, and commonly used lexical related to one's own areas of interest and necessities in personal, public, academic, and occupational fields and expressions and idioms of common use provided that there is visual or contextual support.

on the issue and on future courses of action.

Writes personal correspondence and participate in forum and blogs in which information and ideas on abstract and concrete topics are transmitted, check information and ask about problems explaining them with reasonable precision, and describe, in a detail way, experiences, reactions, facts, plans and a series of concrete topics related to their own interest or specialty.

services; language and intercultural communication; science and technology; history and culture.	

STAGE OBJECTIVES	E) To develop basic skills in the use of the sources of information for, with critical sense, the acquisition of new knowledge. To acquire a basic preparation in the field of technologies, especially information and communication technologies. G) To develop entrepreneurship and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, make decisions and take responsibilities. I) To understand and express oneself in one or more foreign languages in an appropriate way.
COMPETENCES	1. Learning to Learn 2. Competence in Linguistic Communication 3. Digital Competence

SESSION 1

Activities
Activity 1
What's new with you?
Activity 2
Do you want to become detectives?
Activity 3
Who is Sherlock Holmes?
Activity 4
This is Sherlock Holmes!
Activity 5
Other detective stories
Activity 6
Synopsis
Activity 7
Are you ready?
Activity 8
Time to write

<u>**Session 1 - Activity 1**</u>: What's new with you?

Timing	Typology	Classroom management	Resources
2 minutes	Routine activity	Individual	No resources needed
Description: The teacher greets the students with a friendly hello and asks them how they are feeling today.			
Input: Good morning everyone! How are you feeling today? Did anything interesting happen to you today?			

Session 1 - Activity 2: Do you want to become detectives?

Timing	Typology	Classroom management	Resources
8 minutes	Routine activity	Individual	No resources needed

Description: The teacher explains the students that we are going to start a new didactic unit and at the end they have to complete a task in groups that will consist on creating a fictional crime scene and that they will explain it in front of their classmates and the class have to guess who the murder was thanks to the clues they have included. The teacher is going to explain the students that in order to know more about detective stories, they are going to watch BBC's TV series *Sherlock*.

Input: Now, we are starting a new unit! It is called *We are detectives!*, so for the next 6 Wednesday afternoons we will be working on different topics and aspects that are related to detective fiction and that will help you create the final activity of this unit. For this final activity, you will be asked to write in groups a fictional crime scene. When your writings are ready, you are going to explain your crime scene to the rest of the class and, with the clues you are going to give to them, they have to guess what happened. You may have a lot of questions but everything will be explained on the following days, so don't worry.

Session 1 - Activity 3: Who is Sherlock Holmes?

Timing	Typology	Classroom management	Resources
15 minutes	Pre-watching activity	In pairs	Blackboard, paper and pen

Description: The teacher is going to ask students to brainstorm in pairs about what they know about Sherlock Holmes. Students have to try to elicit as many words as possible in 5 minutes. After that, the teacher is going to write the name Sherlock Holmes on the blackboard. The teacher is going to ask each pair to say out loud what they have written and the teacher is going to write it on the blackboard so that at the end all students will have in front of them a general overview of who Sherlock Holmes was.

Input: Shall we continue? So, in order to know a little bit about detective fiction, we are going to focus on one of the most famous detectives: Sherlock Holmes. In pairs, I want you to write all the things you that you know about Sherlock Holmes or things that this name suggests you.

Now, you are going to tell me all the things you have written and I am going to write them on the blackboard.

Session 1 - Activity 4: This is Sherlock Holmes!

Timing	Typology	Classroom management	Resources
20 minutes	While-watching activity	Individual	Digital whiteboard, photocopies and pen

Description: After writing on the blackboard everything students know about Sherlock Holmes, the teacher is going to play a video of 03:48 minutes from the British Council in which it is explained who Sherlock Holmes was through the streets of London. Before playing the video, the teacher is going to give students a photocopy with a series of statements about Sherlock Holmes taken from the video and students have to say if those statements are true or false. The teacher is going to play the video once and wait a little so that students can complete the photocopy. After answering if the statements were true or false, the teacher is going to play the video again so that students can complete any statement they left unanswered or correct any if they think it was wrong. After that, the teacher is going to read the statements and correct them with the students.

Input: Now, I am going to play a very interesting video in which we are going to learn who Sherlock Holmes was. I am going to give you a photocopy in which you have to say if the sentences are true or false. I am going to play the video once and I am going to give you a few seconds so that you can complete the photocopy before playing the video again. Now, I give you a few seconds to complete the sentences individually. Perfect! Did you answer all the questions? I am going to play the video again. Done? Now, let's correct them.

<u>Session 1 - Activity 5</u>: Other detective stories

Timing	Typology	Classroom management	Resources
5 minutes	Post-watching activity	The whole class	No resources
Description: After watching the video about Sherlock Holmes, the teacher is going to ask students if they have read any detective stories before or if they have watched any TV series about detectives, or forensics crime drama television series.			
Input: Did you enjoy the video? Have you read any story related to detectives? [...] Oh yes? Which one? Or have you watched any TV series related to detectives or solving crimes?			

<u>Session 1 - Activity 6</u>: Synopsis

Timing	Typology	Classroom management	Resources
5 minutes	Pre-watching	Individual	Digital board
Description: After the break of 5 minutes, the teacher tells the students that they are going to start watching the first episode of the first season of the TV series *Sherlock*. The teacher is going to tell the synopsis of this first episode so that they have a general idea before watching it. After that the teacher asks the students if they think that they are going to like it.			
Input: Now, let me read you the synopsis of the episode so that you have a general idea. Synopsis: The police are investigating a series of suicides that apparently have in common that all the deceased took the same poison pill. They resort to the aid of their detective adviser, Sherlock Holmes. Sherlock, for his part, meets John Watson, a retired military doctor from Afghanistan. Do you think that you are going to like it or not?			

Session 1 - Activity 7: Are you ready?

Timing	Typology	Classroom management	Resources
45 minutes	While-watching activity	Individual	Digital board, photocopy and pen
Description: Before playing the video, the teacher is going to give the students a photocopy with some questions for them to find the answers while watching the episode. The teacher explain the students that the episode will be stopped in minute 45 and that they have to write a brief essay telling what they think that is going to happen.			
Input: I am going to give this photocopy with some questions and you have to answer at the same time you watch the episode. Read the questions while I put the episode on the digital board.			

Session 1 - Activity 8: Time to write

Timing	Typology	Classroom management	Resources
5 minutes	Post-watching activity	Individual	Paper and pen
Description: Once the episode is stopped, the teacher asks the students to write what they have been told and the teacher is going to collect the writings so that the following week they can discover everything and compare it with what they wrote.			
Input: Now, I want you to write what you think that is going to happen in the next part of the episode. Put your names in the paper and hand it in when you finish.			

SESSION 2

Activities
Activity 1
Let's remember
Activity 2
Episode ending
Activity 3
Let's see who guessed the ending
Activity 4
Reflection
Activity 5
Do you agree?

<u>Session 2 - Activity 1</u>: Let's remember

Timing	Typology	Classroom management	Resources
5 minutes	Pre-watching activity	Individual	No resources needed
Description: The teacher greets the students with a friendly hello and asks them how they are. The teacher asks the students to briefly summarize what happened on the half of the episode they watched the previous week.			
Input: Good morning everyone! How are you today? Do you remember the episode of Sherlock we watched last week? Yes? Can anybody briefly summarize it? [...] Thank you.			

<u>Session 2 - Activity 2</u>: Episode ending

Timing	Typology	Classroom management	Resources
45 minutes	While-watching activity	Individual	Digital board, photocopy and pen
Description: Before playing the video, the teacher is going to give the students a photocopy with some questions for them to find the answers while watching the episode.			
Input: Like the previous week, I am going to give you another photocopy with some questions and you have to answer them while watching the episode. Read the questions while I put the episode on the digital board.			

Session 2 - Activity 3: Let's see who guessed the ending

Timing	Typology	Classroom management	Resources
15 minutes	Post –watching activity	Individual	Paper and pen
Description: After a break of 5 minutes, the teacher is going to ask the students if the final was the same they wrote last week. The teacher is going to read anonymously the hypotheses students wrote to see the different hypotheses they made. After that, the teacher is going to ask them what they think about the TV series, if they have liked it and what called their attention the most.			
Input: Did you enjoy the TV series? Now I am going to read anonymously some of your ideas of what was going to happen. What do you think of this one? This one is also really interesting. Now, tell me, did you enjoy watching the TV series *Sherlock*? Did you like it? What called your attention the most?			

Session 2 - Activity 4: Reflection

Timing	Typology	Classroom management	Resources
15 minutes	Post – watching activity	In groups	Paper and pen
Description: After a break of 5 minutes, the teacher is going to ask the students to write in groups about the reasons John Watson wanted to rent a flat.			
Input: Now, in groups, I want you to think about why do you think Watson wanted to rent a flat? Discuss it, write about it and then we are going to share the ideas.			

Session 2 - Activity 5: Do you agree?

Timing	Typology	Classroom management	Resources
20 minutes	Post – watching activity	In groups	Paper and pen

Description: The teacher is going to ask the students to write about if they agree with John's therapist about writing a blog for helping him recover from the war. After writing it, students are going to tell their reasons for and against the therapist's recommendation.
Input: Now, in groups, I want you to write reasons for and against what John's therapist told him: "John, you're a soldier, and it's gonna take you a while to adjust to civilian life; and writing a blog about everything that happens to you will honestly help you".

SESSION 3

Activities
Activity 1
What are we doing today?
Activity 2
Match the character to the words
Activity 3
Casual language
Activity 4
Sherlock's decision
Activity 5
Use your imagination

<u>**Session 3 - Activity 1**</u>: What are we doing today?

Timing	Typology	Classroom management	Resources
5 minutes	Routine activity	Individual	No resources needed
Description: The teacher greets the students and asks them to guess what they think that they are going to do today.			
Input: Good afternoon everyone. I want you to tell me what do think that we are going to do today. The two last weeks we watched the TV series *Sherlock*, but can you imagine what are we going to do today?			

<u>**Session 3 - Activity 2**</u>: Match the descriptive words to the characters

Timing	Typology	Classroom management	Resources
15 minutes	Introductory activity	In groups	Photocopy and pen
Description: The teacher explains that today they are not going to watch another episode of the TV series but rather they are going to work with some activities that are based on the episode they watched the previous week. The teacher is going to give students a photocopy in which students have to match the descriptive words to the characters. After that, the groups are going to share with the class what they have written.			

Input: Today we are not going to watch another episode of *Sherlock,* but we are going to work on some activities related to *Sherlock*'s episode "A Study in Pink". Are you ready to start? So now, I am going to give you this photocopy. You have to match the descriptive words to the characters you have in there. You can use the same descriptive words for different characters. Once you have finished, we are going to put your ideas in common.

Session 3 - Activity 3: Casual language

Timing	Typology	Classroom management	Resources
40 minutes	Reinforcement activity	In groups	Photocopy and pen
Description: The teacher is going to give students a photocopy with different expressions that appear in the TV series and the context in which they appear. After reading and understanding those expressions, students are asked to complete some sentences with those expressions they already have. After completing the activity, the teacher is going to ask the groups to create new sentences using those expressions. After that, the groups are going to say to the rest of the class the sentences they have created			
Input: Now, I am going to give you another photocopy. It is about different expressions that appear in the episode which are really interesting. Read them, try to understand their meaning and then complete the sentences below with the correct expression. After that, you are going to invent five sentences in which you are going to use the 5 expressions you have learnt. After that, you are going to read the sentences to the rest of the class.			

Session 3 – Activity 4: Sherlock's decision

Timing	Typology	Classroom management	Resources
25 minutes	Reinforcement activity	In groups	Photocopy needed
Description: After a break of five minutes, the teacher is going to give students a photocopy with the decision Sherlock had to take when he found out that the murderer was in the same place as him and the police. Students have to write what they would have done.			

| Input: | Now, do you remember that Sherlock decided not to tell the police that the murderer was among them? I want you to write what you would have done if you were Sherlock. |

Session 3 – Activity 5: Use your imagination

Timing	Typology	Classroom management	Resources
25 minutes	Reinforcement activity	In groups	Photocopy and pen
Description: The teacher is going to ask students to imagine what would have happened if John had not arrived at the college in time. Students have to write a new scene and then share it with the rest of the class.			
Input: Now, do you remember that Sherlock was going to take the pill that the taxi driver used to kill the other victims but John from another building when Sherlock was about to take the pill shot the taxi driver. I want you to write a new scene in which you tell what you thing that What would have happened? Would Sherlock take the pill? Would he win the 'game'?			

SESSION 4

Activities
Activity 1
How is everything going?
Activity 2
The mystery of the kidnapped plane
Activity 3
A strange murder

<u>**Session 4 - Activity 1**</u>: How is everything going?

Timing	Typology	Classroom management	Resources
5 minutes	Routine activity	Individual	No resources needed
Description: The teacher greets the students and asks students to tell the teacher what they did last week on class.			
Input: Good afternoon everyone! How are you feeling today? I want you to tell me what we did last week on class.			

<u>**Session 4 – Activity 2**</u>: The mystery of the kidnapped plane

Timing	Typology	Classroom management	Resources
45 minutes	Reinforcement activity	Group work	Photocopies, paper and pen
Description: The teacher explains the students that now their detective skills are going to be tested. The teacher tells the students to organize in groups. The teacher give the students a paper in which it is explained that there is a story in which there has been a mysterious kidnapping of a plane and they have to say who the kidnapper from the five suspects was. After that, the teacher is going to ask each group what they have found out and after hearing all the hypotheses, the teacher is going to tell the students the solution.			
Input: Next, I am going to test your detective skills! In groups, you are going to read the story of a mysterious kidnapping of a plane. With the help of the clues, you are going to try to find out who was the kidnapper from the 5 suspects the police have. I			

give you 25 minutes. [...] Now, let's see what you have found out. The first group, what is your hypothesis? The second group, what is your hypothesis? The third group, what is your hypothesis? Okay! The solution to the murder is...

Session 4 – Activity 3: A strange murder

Timing	Typology	Classroom management	Resources
50 minutes	Reinforcement activity	Group work	Photocopies, paper and pen

Description: After a break of 5 minutes. The teacher gives the students a photocopy in which it is explained that there has been a strange murder and that the police entrusted you to find out the name of the murderer, the weapon, the time at which the murder was committed, the place and the reason of the murder. The teacher gives the groups 25 minutes to find out those items. After that, the teacher is going to ask each group what they have found out and after hearing all the hypotheses, the teacher is going to tell the students the solution.

Input: Next, I am going to test your detective skills! In groups, you are going to read the description of the strange murder that happened. You are going to try to find out the name of the murderer, the weapon, the time at which the murder was committed, the place and the reason of the murder. I give you 25 minutes. [...] Now, let's see what you have found out. The first group, what is your hypothesis? The second group, what is your hypothesis? The third group, what is your hypothesis? Okay! The solution to the murder is...

SESSION 5

Activities
Activity 1
Good afternoon
Activity 2
Are you ready to make up a story?
Activity 3
Finishing our stories

<u>**Session 5 - Activity 1**</u>: Good afternoon

Timing	Typology	Classroom management	Resources
5 minutes	Routine activity	Individual	No resources needed
Description: The teacher greets the students and ask them to if they have watched any TV series recently and which one. The teacher also asks the students if anyone have watched another episode of *Sherlock* in their free time.			
Input: Good afternoon everyone! How are you feeling today? Did anything interesting happen to you today?			

<u>**Session 5 - Activity 2**</u>: Are you ready to make up a story?

Timing	Typology	Classroom management	Resources
45 minutes	Reinforcement activity	Group work	Computers, Internet connection
Description: The teacher explains the students that today they are going to go to the computer laboratory so that they can start writing in groups their fictional crime story. In groups, students have to start thinking about a crime scene, they have to create a scene and give clues. Students can browse the internet for ideas, ways of saying things in English. Meanwhile, the teacher is going to move around the class and in the case students need some help, the teacher is going to help them.			
Input: Now, we are going to the computer laboratory so that you can start writing your fictional crime scene. You can use the internet to look for specific vocabulary.			

Session 5 - Activity 3: Finishing our stories

Timing	Typology	Classroom management	Resources
50 minutes	Reinforcement activity	Group work	Computers, Internet connection
Description: After a break of 5 minutes, students are going to continue creating their fictional story.			
Input: You can continue working in groups and I am going to be moving around and help you if needed.			

SESSION 6

Activities
Activity 1
Our last day with detective stories
Activity 2
Preparing oral presentations
Activity 3
Oral presentations

<u>Session 6 - Activity 1</u>: Our last day with detective stories

Timing	Typology	Classroom management	Resources
5 minutes	Routine activity	Individual	No resources needed
Description: The teacher greets the students and ask the students if anything interesting happened to them.			
Input: Good afternoon everyone! How are you feeling today? Did anything interesting happen to you today? Who would like to share anything interesting that happened to you? […] Oh wow, that was really interesting, thank you for sharing that with us.			

<u>Session 6 - Activity 2</u>: Preparing the oral presentation

Timing	Typology	Classroom management	Resources
45 minutes	Reinforcement activity	Group work	Computers, Internet connection
Description: The teacher explains to the students that today they are going to create a presentation in the computer laboratory so that in the second hour of the class, they are going to do an oral presentation explaining their story to the rest of the class. If there is any group that have not finished yet their story, they are going to finish it and create the presentation with powerpoint, prezi…			
Input: You can start preparing a presentation that later you are going to present to the rest of the class. You can start preparing the oral presentation or you can finish, if you did not, your fictional stories. If you have any doubt, raise your hands.			

<u>**Session 6 - Activity 3**</u>: Oral presentations

Timing	Typology	Classroom management	Resources
50 minutes	Reinforcement activity	Group work	Digital whiteboard.
Description: After a break of 5 minutes, students are going to expose their fictional stories and the rest of the class is going to try to guess what happened.			
Input: Now, one by one, each group is going to come in front of the class and is going to read their stories and give the clues so that the rest of the class can guess what happened in their story.			

II.   Materials used in the activities

Session 1 – Activity 3

Video: http://learnenglishteens.britishcouncil.org/uk-now/video-uk/sherlock-holmes

Check your understanding. Read the sentences and circle True or False.

1. Sherlock Holmes was a real person. True/False

2. The books were written in the late 1800s. True/False

3. The author of the books lived at 221B Baker Street. True/False

4. You can visit a pub with a room set up like Sherlock Holmes's study. True/False

5. Roger Johnson thinks the character of Sherlock Holmes is a perfect human. True/False

6. The original stories are very well written. True/False

7. Conan Doyle took his inspiration from real-life crimes. True/False

8. Scientific or forensic policing is now even more important than in Sherlock Holmes's time. True/False

Source: Taken   from http://learnenglishteens.britishcouncil.org/sites/teens/files/sherlock_holmes_-_exercises.pdf

Session 1 – Activity 7

A STUDY IN PINK – *SHERLOCK* (SEASON 1 –EPISODE 1)

1. Number the sentences in the correct order.

☐John and Sherlock meet for the first time.

☐John goes to see his therapist.

☐John meets an old friend in a park.

☐John looks around the flat at 221B Baker Street.

☐Lestrade tells Sherlock about a fourth death in the case.

☐John has a nightmare about his time in the army.

☐Sherlock and John take a taxi to the crime scene.

☐Lestrade is interrupted by text messages.

2. Why did John Watson leave the army? _____

3. The name of Sherlock's landlady is:

☐ Mrs Watson   ☐ Mrs Anderson   ☐ Mrs Wilson   ☐ Mrs Hudson

4. What is the colour of the victim's suitcase: _____

5. The object missing from her suitcase is:

☐ her credit card   ☐ her lighter   ☐ her mobile phone   ☐ her lipstick   ☐ her key

Source: Taken from https://images.scholastic.co.uk/assets/a/6e/5d/sherlock-asip-150dpi-30aug12-996924.pdf and https://en.islcollective.com/resources/printables/worksheets_doc_docx/a_study_in_pink/passive-voice-crime/35418

Session 2 – Activity 2

A STUDY IN PINK – SHERLOCK (SEASON 1 –EPISODE 1)

1. The GPS in the victim's mobile indicates 221 Baker Street. Why?

_____

_____

2. What is the killer's job? He is a _____

3. If Sherlock calls the police, the killer will:

☐ commit suicide   ☐ run away   ☐ never tell how he killed his victims

☐ kill everybody with a bomb   ☐ accuse Sherlock of the murders

4. How did the killer force his victims to commit suicide? _____

5. What was the killer's motive?

_____

_____

Source: Taken from https://images.scholastic.co.uk/assets/a/6e/5d/sherlock-asip-150dpi-30aug12-996924.pdf   and https://en.islcollective.com/resources/printables/worksheets_doc_docx/a_study_in_pink /passive-voice-crime/35418

Session 3 – Activity 2

---

1. Give each character words that best suit for their personality. You can use the same word for different characters.

resourceful dynamic genius deductive brave enigmatic good trigger   not friendly   kind brilliant insulting sociopath dangerous polite serious precise   person with values   sincere

Sherlock Holmes:

_____

_____

John Watson:

_____

_____

Mrs Hudson:

_____

_____

Source: Own creation

Session 3 – Activity 3

Casual language

- **'won't take no for an answer'.** John Watson doesn't really want to have a coffee and discuss the past. But Mike 'wouldn't take no for an answer'. He goes and gets the coffee anyway.

- **'all in your mind'.** Sherlock tells John that his limp is 'all in his mind'. He means that it is not really a physical problem**.**

- **'There's no point in … '.** When Sherlock finds out about the case, he says, 'There's no point in sitting at home!' He means that sitting at home is a useless thing to do when there is a crime to investigate.

- **'to keep up with somebody'.** When Sherlock is investigating the death of Jennifer Wilson, John realises that it 'wasn't easy to keep up with' the speed of Sherlock's ideas. His ideas move too fast for others to follow them easily.

- **'Take your time'.** When Sherlock must choose between the two pills, the taxi driver tells him: 'Take your time.' This means that he doesn't have to make a choice in a hurry.

Complete the sentences with the expressions.

1. A: I'm not ready yet.'

   B: …………………… . Our taxi won't arrive until eight o'clock.

2. She's brilliant at maths. I …………………… her.

3. A: I don't feel very well.

   B: …………………… . Go to school!

4. Let's go to the cinema. Come on. I …………………… !

5. If you want to do well in your exams, ……………………watching TV every evening.

Create five sentences by your own using the expressions learnt in this activity

1. _____

2. _____

3. _____

4. _____

5. _____

Source: Taken from https://images.scholastic.co.uk/assets/a/6e/5d/sherlock-asip-150dpi-30aug12-996924.pdf and own creation

Session 3 – Activity 4

The decision Sherlock took when he found out that the murdered was between him and the police was not to tell this to the police and get in the taxi with the murderer. What would you have done if you were Sherlock?

_____
_____
_____
_____
_____
_____
_____

Source: Taken from https://images.scholastic.co.uk/assets/a/6e/5d/sherlock-asip-150dpi-30aug12-996924.pdf

Session 3 – Activity 5

Imagine that John had not arrive at the college in time. What would have happened? Would Sherlock take the pill? Would he win the 'game'? Write a new scene.

_____
_____
_____
_____
_____
_____
_____
_____

Source: Taken from https://images.scholastic.co.uk/assets/a/6e/5d/sherlock-asip-150dpi-

Session 4 – Activity 2

The Mystery of the kidnapped plane

An airplane that flew from Paris to Madrid was kidnapped. Your job is to find among the suspects the police have, who is most likely to be the kidnapper.

CLUES:

The plane was kidnapped the afternoon of August 14.

The plane was forced to fly over the island of Fayal (Azores) where the kidnapper was parachuted during the night.

Two days after the kidnapping the Fayal police arrested five French women who responded to the description of the abductor.

Elisa López is an archaeologist whose hypothesis is that the man originally comes from the island of Fayal and performs excavations in search of evidence.

Bárbara Bans is searched in France for the sale of 50 kg of marijuana.

Ana Martín shows a great interest in the religious festivals of the Azores.

Felisa Diaz had fallen in love with a native when he was studying at the Sorbonne.

Matilde Marcos is the secretary of Barbara Bans.

The archaeologist has black hair and brown eyes.

Matilde Marcos arrived for the first time on 16 August.

The Police reported that a girl with a large, strange dog had come to the island a month earlier in a boat from the Canaries.

The police found Elisa López unraveling a parachute from a tree.

The girl in love with the native has a shepherd dog crossed with a greyhound, named Ruser.

The kidnapper has light brown hair and blue eyes.

The sister of the Protestant pastor and his secretary arrived on the island by boat from the Canaries.

The kidnapper escaped from a mental hospital in France.

The brother of Barbara Bans is the Protestant pastor and has been living on the island for a year

Bárbara Bans is searched in France for the sale of 50 kg of marijuana.

Felisa Diaz had fallen in love with a native when he was studying at the Sorbonne.

Matilde Marcos is the secretary of Barbara Bans.

The archaeologist has black hair and brown eyes.

Matilde Marcos arrived for the first time on 16 August.

Police reported that a girl with a large, strange dog had come to the island a month earlier in a boat from the Canaries.

The police found Elisa López unraveling a parachute from a tree.

The girl in love with the native has a shepherd dog crossed with a greyhound, named Ruser.

The kidnapper has light brown hair and blue eyes.

The sister of the Protestant pastor and his secretary arrived on the island by boat from the Canaries.

The abductor escaped from a mental hospital in France.

The brother of Barbara Bans is the Protestant pastor and has been living on the island for a year

Source: Taken from https://docs.google.com/document/d/1XOOWyxHS8ouCVxKNOy_uIHYeAxv79YGq69JwHKwK7Ys/edit and translated by myself

Session 4 – Activity 3

A STRANGE MURDER

There has been a strange murder, so far unexplained. Certain clues may help us in its clarification. This is the task entrusted to you by the police.

The group has to find out:

-The name of the murderer.

-The weapon.

-The time at which the murder was committed.

-The place.

-The reason.

CLUES

1. Mrs. Hernandez had been waiting for her husband in the hall of the building at the end of his working day.

2. The elevator operator left work at 00:30.

3. The body of Jorge Roig was found at 01.20.

4. The body of Jorge Roig was found in the park.

5. According to the report of the forensic doctor, Jorge Roig had been an hour dead when his body was found.

6. Mrs. Hernández did not see Jorge Roig leaving the building by the entrance when she was waiting.

7. Blood stains corresponding to the type of Jorge Roig were found in the garage of the building.

8. The police could not locate José Pérez after Jorge's death.

9. Blood of the same type as that of Jorge Roig was found on the carpet of the apartment of José Pérez.

10. When he was found, the body of Jorge Roig had a bullet wound in his leg and a knife wound on his back.

11. José Pérez shot an intruder in his apartment at midnight.

12. Jorge Roig had almost ruined Jose Perez's business by snatching his clients with lies and falsehoods.

13. The elevator operator told the police that he had seen Jorge Roig at 00.15.

14. The bullet taken from Jorge Roig's leg was from José Pérez's gun.

15. Only one bullet had been fired from José Pérez's gun.

16. The elevator man said that Jorge Roig did not seem seriously injured.

17. A knife was found in the garage of the building without any fingerprints.

18. There were blood stains in the elevator.

19. Mrs Hernández had been a good friend of Jorge Roig and had come to visit him in some occasions to his apartment.

20. Mrs. Hernandez's husband was jealous of this friendship.

21. Mrs. Hernández's husband did not appear in the hall of the building at 00.30 at the end of his normal working day. She had to go home alone and he arrived later.

22. At 00.45 Mrs. Hernandez could not find her husband's car in the garage of the building where he worked.

23. The night of the murder it was raining heavily.

24. The Hernandez couple had strong economic problems.

Source: Taken from https://docs.google.com/document/d/1XOOWyxHS8ouCVxKNOy_uIHYeAxv79YGq6 9JwHKwK7Ys/edit and translated by myself